

ESL III

ESL III Course Description:

Intermediate: Students at intermediate proficiency are able to understand most oral language pertaining to familiar topics but have difficulty comprehending and using academic vocabulary. Their speech and writing are basic and contain frequent errors. Social language ability can be misinterpreted for more advanced ability in academic English. Grade level academic content skills are still in development. The curricular focus is on advancing applications of literacy skills for the development of new knowledge.

ESL III Course Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

ESL III: (Intermediate) Learning Expectations:

Listening

ESL III.L.1 Students will show understanding of academic vocabulary.

ESL III.L.2 Students will demonstrate an understanding of various forms of oral communication.

Speaking

ESL III.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL III.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL III.S.3 Students will use appropriate sentence construction for clear communication.

ESL III.S.3 Students will use appropriate language functions to obtain and give information.

ESL III.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

Reading

ESL III.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

Writing

H.S.W.1 The student will develop the structural skills of the writing process.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

ESL III Student Performance Indicators:

Listening

ESL III.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary including singular and plural regular and irregular nouns and action verbs.
- b. Derive meaning from any prepositions.

ESL III.L.2 Students will demonstrate an understanding of various forms of oral communication.

- a. Recognize simple statements (SV or SVO in the past, present, and future tenses) that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- b. Demonstrate an understanding of complex verbal directions using words pertaining to three identifying criteria.
- c. Demonstrate an understanding of cause and effect using "because".
- d. Identify the main idea of an appropriate-level passage.
- e. Demonstrate literal understanding of orally presented school-based topics.
- f. Understand simple inference questions pertaining to a short oral expository passage.
- g. Understand an inference question about a character's feelings.
- h. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- i. Understand classroom directions (e.g., schedules, homework assignments).
- j. Demonstrate understanding of sequences of events after listening to a short simple passage that is read orally (e.g., determine "what happened second").
- k. Recognize relevant and irrelevant information in discourse.
- l. Recognize persuasive voice.
- m. Demonstrate literal understanding of short poems.
- n. Demonstrate literal understanding of short fictional narratives.
- o. Demonstrate understanding of metaphor, including simile and personification.

Speaking

ESL III.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce academic vocabulary.
- b. Pronounce the –s endings of plural nouns.

- c. Pronounce the –ed endings of regular past tense verbs.
- d. Use correct falling intonation when asking a wh- question (i.e., who, what, where, when, why, and how).

ESL III.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

- a. Demonstrate knowledge of the use of irregular comparative and superlative adjectives.
- b. Demonstrate understanding of the use of abstract verbs.

ESL III.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate sentences with subordinate clauses.
- b. Show ability to use the following verb tenses accurately with verbs: present, past, present continuous, present perfect, and present perfect continuous (e.g., give a complete sentence answer to questions that require the use of various forms of verb phrases, such as: What has the boy been cooking? The boy has been cooking corn).
- c. Use the correct form of modal auxiliaries can, could, may, might, will, + base form of verbs.
- d. Formulate statements with neither/nor. Demonstrate knowledge of the placement of “no” and “not” in sentences by using them with the accurate word order in negative statements.
- e. Use quantifiers with count and non-count nouns.
- f. Use articles (“a (n)”, “the” or Æ) in context.
- g. Demonstrate an ability to use prepositions of time, place, position, and reason.
- h. Demonstrate understanding of the use of adjective + preposition. combinations.
- i. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- j. Provide personal information.
- k. Tell the use or purpose of familiar objects.

ESL III.S.3 Students will use appropriate language functions to obtain and give information. Use the following language functions to communicate effectively in grade- appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants.

ESL III.S.5 Students will develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

- a. Explain a personal preference and give two or more reasons for it.
- b. Express an opinion about an issue and give two or more reasons to support it.
- c. Explain several steps involved in completing a common activity in chronological order.

- d. Compare and contrast two types of places, people or things.
- e. Give directions based on a map.
- f. Describe and interpret information in a chart or graph.

Reading

ESL III.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- a. Read aloud complex passages with few errors.
- b. Read aloud short passages with few errors.
- c. Build vocabulary by reading and viewing from a wide variety of sources.
- d. Identify antonyms.
- e. Identify synonyms.
- f. Show knowledge of the meaning of common prefixes, suffixes, and word roots.
- g. Show knowledge of the relationship between opposites that are formed by adding the following prefixes to the beginning of words: in- inefficient, im- impossible, il- illiterate, ir- irregular.
- h. Show knowledge of the relationship between words and suffixes. Examples: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
- i. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).
- j. Determine the meaning of unfamiliar words by using knowledge of individual known words.
- k. Determine the meaning of a word with multiple meanings that best fits in a given context.
- l. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- m. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
- n. Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- o. Determine the antecedent any pronoun.
- p. Determine the antecedent of a noun or noun phrase.
- q. Show understanding of the order of events within a sequence or a process (e.g., put a set of sentences into chronological order).
- r. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- s. Identify the main idea or main topic when it is or is not explicitly stated.
- t. Identify the best summary of an informative reading selection.
- u. Identify the important details that support a main idea or summary statement.
- v. Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

- w. Predict what would most likely happen next in a narrative.
- x. Distinguish between fact and opinion.
- y. Identify the main character and all other important characters in a story.
- z. Infer characters' feelings about themselves or their surroundings at different points in a story.
- aa. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
- bb. Demonstrate an understanding of the most important details in a story.
- cc. Differentiate among the literary elements of plot, character, setting, and point of view, rising action, climax, falling action, resolution and theme.
- dd. Use various text features to locate information (e.g., graphs, maps, charts, and diagrams).
- ee. Recognize figurative language in various texts.
- ff. Critique the effectiveness of persuasive devices (e.g. bandwagon, propaganda, emotional appeal, testimonial) used in various texts.

Writing

ESL III.W.1 The student will develop the structural skills of the writing process.

- a. Write cursive letters in upper- and lower case.
- b. Write dictated words and sentences.
- c. Write the correct form of verbs in agreement with count and non-count noun subjects.
- d. Write the correct form of modal auxiliaries (e.g. can, could, may, might, will, would, should + base form of verbs.)
- e. Express future time with "if" clauses (e.g., "If you go to the party, you will have a good time").
- f. Use conditional verb forms with "if" clauses ("If I had enough money, I would buy new shoes").
- g. Write verb forms with non-verb functions (e.g., infinitives and gerunds).
- h. Form possessive nouns correctly (e.g., Bill's coat).
- i. Write the correct form of irregular count plurals (e.g., child/children).
- j. Use indefinite articles "a" and "an" correctly with count and non-count nouns.
- k. Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person).
- l. Use demonstrative pronouns appropriately (e.g., "These are apples").
- m. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").
- n. Use indefinite pronouns with correct subject-verb agreement.
- o. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- p. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").
- q. Use adverbs and adverb phrases in different sentence positions.
- r. Use direct quotations and indirect quotations (e.g., Martha said, "I have a headache"; Martha said that she had a headache.)

- s. Use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- t. Combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with.”)
- u. Spell academic words.
- v. Spell common contractions.
- w. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
- x. Use commas joining two independent clauses with "and" "but" and "or" (e.g., "You can stay here, or you can go home.")
- y. Use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")
- z. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
- aa. Use commas after transition words e.g. first, next, finally etc.
- bb. Use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, "Take care of the cat.")
- cc. Use hyphens correctly routinely hyphenated words.
- dd. Capitalize beginning of direct quotations.
- ee. Capitalize mountains, rivers, and lakes.
- ff. Choose the topic sentence of a paragraph.
- gg. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling.
- hh. Write compound sentences with "and" and "but".
- ii. Formulate negative sentences without double negatives.
- jj. Formulate negative sentences with “be,” “do,” and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.” “Cara cannot ski.”).
- kk. Identify run-on sentences and sentence fragments.
- ll. Use subordinating conjunctions “because” and “since” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).
- mm. Write a descriptive paragraph with a topic sentence and several supporting ideas.
- nn. Write a chronologically organized paragraph explaining a process.
- oo. Write a narrative and expository paragraph describing a personal experience.
- pp. Write a business letter.
- qq. Write a persuasive letter that takes a position (e.g., Write either in favor of school uniforms or against them).
- rr. Determine the most effective order of sentences in a paragraph.
- ss. Determine where paragraph breaks should occur.
- tt. Eliminate a redundant or unnecessary sentence from a paragraph.
- uu. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: “The boys went fishing last weekend and they were catching several fish.”)
- vv. Identify and write for a variety of audiences
- ww. Practice a variety of prewriting activities and organizational strategies to generate, focus, and organize ideas.
- xx. Use transitions effectively.

- yy. Research information from various sources to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citations of sources, and bibliographic entries. Avoid plagiarism.
- zz. Select the most appropriate title for a passage.
- aaa. Determine the stage of the writing process.
- bbb. Choose the topic sentence of a paragraph.
- ccc. Choose sentences that relate to the writer's purpose in a selected passage.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Sample Tasks:

Sharing and requesting information
Expressing needs, feelings, and ideas
Using non-verbal communication in social interactions
Getting personal needs met
Developing relationships with others
Engaging in transactions
Following oral and written directions, implicit and explicit
Requesting and providing clarification
Participating in full class group and pair discussions

Asking and answering questions
Requesting information and assistance
Negotiating and managing interaction to accomplish tasks
Explaining actions
Elaborating and extending other people's ideas and words
Expressing likes, dislikes and needs
Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately
Using writing for social purposes
Responding to and using slang, idioms, and humor appropriately
Determining when it is appropriate to use a language other than English
Determining appropriate topics for interaction
Understanding and respecting multi-cultural and ethnic diversity

Linkages:

English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.